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ABSTRACT

Oregon's educational needs were identified through 120 in-depth interviews with the general public, educators, students, and dropouts. The result of these interviews was a list of 27 critical needs. An interview instrument was developed around these critical needs, and was administered to a statewide sample of the population of Oregon who indicated on a 10-point scale the degree of need and the degree of effectiveness of schools in meeting the need. The interview instrument was also administered to 204 educators, 469 students, and 52 dropouts who were students, dropouts, and staff members of 20 high schools. A table provides the 27 needs in priority order with the Need Rank and Difference Rank as perceived by the four population groups. (DB)

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OREGON BOARD OF EDUCATION
942 Lancaster Drive NE
Salem, Oregon 97310
Dale Parnell, Superintendent

Management Services
Federal Programs
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ASSESSMENT OF OREGON'S EDUCATIONAL NEEDS

Public Law 90-247 which amended the Elementary and Secondary Education Act of 1965 requires each state to assess its educational needs. The needs identified are to be used as the basis for the writing and approval of projects submitted for funding under Title III of the Act.

The federal guidelines specify that the needs to be identified must be in terms of the learner rather than institutional needs such as classrooms, teachers, buses, etc. Since instruments are not available to determine the required kind of needs, a study was designed to pool the perceptions of many people as to what they think the learner needs are and as to how well the schools are meeting them.

The two objectives of the project are:

1. To identify those educational needs which are deemed critical by concerned segments of the educational and lay public.

2. To present relevant information describing the educational needs of the state and their criticality for the state's use in the educational planning process.

Through 120 in-depth interviews with the general public, educators, students, and dropouts, 27 generalized concerns or needs were most frequently mentioned. These 27 do not represent the total needs of learners but are those that are thought to be the most critical at this time. (Objective #1)

An interview instrument was developed around these identified critical needs and was administered to a statewide sample of the population of Oregon. The field work was done by J. Roy Bardsley, Bardsley and Haslacher, Marketing Research Consultants. Because of the sample size and the method of selection of the participants, the data derived from the study can be generalized to the total population of Oregon. Each person was asked to indicate on a ten-point rating scale the degree of need and the degree of effectiveness of schools in meeting the need.

Due to financial constraints, sacrifices were made in sampling the three specific population groups. The interview instrument was also administered to 204 educators, 469 students, and 52 dropouts who were students, dropouts, and staff members from 20 high schools. The schools were identified by drawing a stratified random sample of high schools in the state based on total enrollment, and were, by chance, geographically distributed about the state. The sample size for the three groups and the method used for identifying the individuals in the sample were such that a great

deal of caution must be used in drawing conclusions or generalizing from the sample to its total population. It would only be correct to state that the data derived represents only those who were included in the study and not necessarily the groups' population.

It is of the utmost importance when drawing conclusions from the study to note that all of the needs were high positive needs based upon the method of identifying them. In no way is it proper or correct to state that there is little or no concern about any of the needs included in the study.

A necessary result in a study of this type is to produce a priority listing of the identified needs. This was done, with the rank determined on the basis of both the degree of the need and the effectiveness of the school in meeting the need. It is important to realize that rank is derived by the relating of an item (need) to the other needs identified and that it has no relationship to needs not identified in the study. In ranking, one item must be first and another last while no provision is made for the total difference that exists between the first and last items in the priority listing.

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942 Lancaster Drive NE
Salem, Oregon 97310
Dale Parnell, Superintendent

Management Services
Federal Programs
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NEED AND DIFFERENCE BETWEEN NEED AND EFFECTIVENESS AS PERCEIVED BY THE FOUR POPULATION GROUPS

NEEDS IN PRIORITY ORDER	Need Rank				Difference Rank			
	Public	Educators	Students	Dropouts	Public	Educators	Students	Dropouts
1. Students need to develop behaviors indicative of self-discipline and respect for authority.	1	6	21.5	21	1	3	15	11
2. Students need to have available to them job-related vocational classes.	3	2	4.5	2	4	1	19	17
3. Students need to understand and respect other people so they may become effective in human relations.	4	1	2.5	11	2	4	1	10
4. Students need to learn how to communicate effectively with others.	7	3	6	13	13	9	10	18
5. Students need to learn accepted health practices and the physical effects related to the use of drugs and alcohol.	2	11	13	6.5	6	15	20	12
6. Students need to be involved in learning experiences related to social and moral values.	5	13	21.5	20	3	7	13	13
7. Students need to learn of the contributions made to society by all of the various occupational fields and that all fields do not require a four-year college education.	14	8	19	18	5	2	8	16
8. Students need to experience the acceptance of responsibilities and to learn to make decisions.	9	4	2.5	6.5	14	6	6	9
9. Students need to become intelligent and economically literate consumers.	8	12	9	10	7	11	18	8

NEEDS IN PRIORITY ORDER	Need Rank				Difference Rank			
	Public	Educators	Students	Dropouts	Public	Educators	Students	Dropouts
10. Students need to understand the problems and the realities of life.	12.5	7	4.5	5	10	5	3	1
11. Students need to acquire early mastery of the fundamental skills such as reading and arithmetic.	6	18	14	12	9	16	24	22
12. Students need to explore a wide variety of career opportunities and to learn about job opportunities from representatives of business and industry.	15	5	1	1	7	10	18	5
13. Students need to have on-the-job opportunities.	12.5	19	8	3	12	21	4	6
14. Students need to have close personal attention to their needs by teachers.	17	15.5	15	9	11	12	16	3
15. Students need to understand the economics of government financing and taxation.	10	15.5	10	14	15	17	11	19
16. Students need to learn the practical aspects and responsibilities of marriage and family living while in high school.	20	15.5	12	15	8	8	2	15
17. Students need to have experiences that realistically relate history to present world events.	16	9.5	17.5	23	17	14	25	25
18. Students need to have counseling available to them at all grade levels.	18	21	20	8	26	23.5	22	24
19. Students need to develop their health and physical fitness.	11	9.5	11	19	23	25	27	27

NEEDS IN PRIORITY ORDER	Need Rank				Difference Rank			
	Public	Educators	Students	Dropouts	Public	Educators	Students	Dropouts
20. Students need to have freedom to select and attend classes that meet their interests and abilities.	21	22	7	4	20	19	5	2
21. Students need to experience involvement in school, government, and community affairs.	19	15.5	17.5	22	21	18	21	21
22. Students need to explore various career opportunities as early as junior high school.	23	24	24	17	19	22	14	14
23. Students need to have experiences in the cultural and fine arts.	22	20	25	25	25	23.5	26	26
24. Students need to be involved in learning experiences related to sex and the physical development of the body.	25	23	16	26	24	20	12	23
25. Students need to learn in an environment that is less competitive and more cooperative.	24	26	26	16	22	26	17	4
26. Students need to be involved in learning experiences related to sex and the physical development of the body while in the elementary school.	27	25	27	27	26	23.5	23	24
27. Students need to be involved in planning and policy development within areas affecting their freedom at school.	26	27	23	24	27	27	9	20

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